DOCUMENT RESUME

ED 227 351 CE 035 453

TITLE	Personal Health in Today's World. A High School Course Developed Especially for VESS Students. Vocational Education for Special Students.
INSTITUTION	Arrowhead Area Education Agency, Fort Dodge, Iowa. Learning Research Center.; Iowa Central Community College, Fort Dodge.
SPONS AGENCY	Iowa State Dept. of Public Instruction, Des Moines. Special Needs Section.
PUB DATE	82
NOTE	84p.; For related documents, see CE 035 448-454.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Community Colleges; Course Content; Curriculum Guides; *Disabilities; *Disadvantaged; Educational Resources; Health; *Health Education; High Schools; Individual Instruction; Job Skills; *Learning Activities; *Special Education; Two Year Colleges; Units of Study; Vocational Education; Work Experience Programs
IDENTIFIERS	Vocational Education for Special Students Program

ABSTRACT

This publication, one of four academic courses developed for the Vocational Education for Special Students (VESS) program, is designed to serve those handicapped or disadvantaged students who need an alternative form of an academic curriculum to complete their local high school program. The course is to be taught in conjunction with a vocational education work experience program developed in cooperation with a local community college. This personal health curriculum is designed to be offered on an individual basis. It includes a description of the course organization, course outline, and 14 course objectives. For each objective, tasks, learning activities, and resources are listed, along with space for the instructor/work experience leader to evaluate the students. A bibliography completes the package. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

CE 035453

ED227351

VOCATIONAL EDUCATION

FOR

SPECIAL STUDENTS

PERSONAL HEALTH IN TODAY'S WORLD

A HIGH SCHOOL COURSE

ESPECIALLY DEVELOPED FOR

VESS STUDENTS

ARROWHEAD EDUCATION AGENCY/IOWA CENTRAL COMMUNITY COLLEGE

FORT DODGE, IOWA

SUMMER, 1982

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J. Arthur

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

DISCRIMINATION PROHIBITED

Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program activity receiving Federal financial assistance." Title IX of the Education Amendments of 1972, Public Law 92-318, states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Therefore, career education projects supported under Section 402 and 406 of the Education Amendments of 1974, like every program or activity receiving financial assistance from the U.S. Department of Health, Education, and Welfare, must be operated in compliance with these laws.

* * * * * * * * * * *

DISCLAIMER

The material in this publication was prepared pursuant to a grant from the Special Needs Division, Department of Public Instruction, State of Iowa. However, points of view or opinions expressed do not necessarily represent policies or positions of the Department of Public Instruction.

ACKNOWLEDGEMENTS

The Vocational Education Program for Special Students (VESS) has been developed through a series of cooperative arrangements between Iowa Central Community College, and Arrowhead Area Education Agency and local schools of Area 5. The first arrangement provided vocational training for those secondary (handicapped and disadvantaged) students to attend the Fort Dodge Center of Iowa Central Community College. The second Phase of the project was to develop a community based model of vocational training to serve those students in rural areas in situations where it was inappropriate to attend the Fort Dodge Center of Iowa Central Community College. The second project was entitled, "Effective Strategies and Techniques to Improve Vocational Preparation and Transition into Employment for Handicapped and Disadvantaged Persons," (July 1, 1981 - June 30, 1982), and was a grant from the Special Needs Division of the Department of Public Instruction, State of Iowa.

This series of guides and material has been gathered and developed to facilitate Vocational Education for Special Students (VESS). The special students are what the Department of Public Instruction refers to as Special Needs and Special Education students.

SPECIAL THANKS AND ACKNOWLEDGEMENT IS GIVEN TO

Dr. Carl H. Larson
Assistant Superintendent
Curriculum and Instruction
Iowa Central Community College

Luverne Bierle
Director of Special Needs Program
Iowa Central Community College

Jan McMahill
Project Field Director
Iowa Central Community College
330 Avenue "M"
Fort Dodge, Iowa 50501

John Anderson, Supervisor
Work Experience Instructors
Arrowhead Area Education Agency
1235 Fifth Avenue South
Fort Dodge, Iowa 50501

Marvin Lewis, Supervisor
Special Education Instructional Programs
Arrowhead Area Education Agency
1235 Fifth Avenue South
Fort Dodge, Iowa 50501

Dr. Cliff Helling, Consultant
University of Minnesota
Robbinsdale Area Schools
Independent School District 281
4148 Winnetka Avenue North
Minneapolis, Minnesota 55427

Dr. Ray E. Morley, Consultant
Special Needs Section
Department of Public Instruction
Grimes Office Building
Des Moines, Iowa 50319

INTRODUCTION

Purpose

It has been demonstrated that some handicapped and disadvantaged students who enter vocational programs have not completed required courses in high school. It has also been identified that course matrixes can be developed that identify course concepts that can be taught through assignments created to compliment the student's activity at a vocational training site. The major courses that are needed are: Functional English, Functional Math, Government, and Health. Students not having completed required courses led to the development of this course matrix, and the development of the four courses that are part of this curriculum. The curriculum is designed to be extremely flexible; whereby, it can be tailored to the individual needs of each student participating in a vocational training program. These courses may be used whether the student is receiving a training program at a community site, or in a laboratory setting in the community school system, or at the community college.

Population

These courses were designed to meet the traditional requirements for graduation by providing flexible course content that emphasizes the application of course content to everyday living. The need for this type of curriculum is readily acknowledged by most special educators. Therefore, these courses were designed specifically for the needs of the handicapped and disadvantaged.

Assessment

The assessment column identifies the specific test item for the Brigance - "Essential Skills Inventory" that may be used to determine if the student has mastered the given objective. When an item is not listed it indicates that there is not an appropriate Brigance test item to use. In these cases the instructor will need to construct a test item to use to determine mastery.

ACADEMIC COURSES

Four academic courses have been developed for the VESS Program. The courses were designed to serve those students who need an alternative form of an academic curriculum to complete their local high school programs. The four courses are:

American Government for Working Citizens
English in the Working World
Mathematics in the Working World
Personal Health in Today's World

SPECIAL THANKS TO THE FOLLOWING WRITERS WHO WORKED SPECIFICALLY ON THIS HEALTH COURSE:

Sue Stead, Area V, Health Occupations Instructor
Linda Klen, Area V, Health Occupations Instructor
Jan McMahill, VESS Field Coordinator

And finally, thanks to the loyal support staff who typed and printed all of the VESS documents: Betty Baldwin, Kim Erwin, Pattee Olson, Kathy Tinker, Judy Cosgrove and Daniel Fowler.

ORGANIZATION OF CURRICULUM

The curriculum is designed to be offered on an individual basis. A community based program, as well as a classroom based program, can effectively utilize this curriculum. The following steps are to be taken in implementation of this curriculum for a given student:

1. Determine the course or courses that will be taken. There are four courses: Functional English, Functional Math, Health, and Government.

2. Determine the amount of coursework that will be required to earn one unit of credit. It is recommended that fifteen to twenty assignment sheets be completed to earn one unit of credit.

3. Select at least four course concepts that will be used to develop assignment sheets for the student. The instructor may select the concepts; however, it is recommended the selection be the result of:

   a. reviewing the student situation, as it relates to the student's vocational site or vocational programming.
   b. reviewing the student's interest and aptitudes.
   c. receiving input from other school personnel.
   d. receiving input from the student.

   Other concepts will be selected as needed to complete the coursework.

4. Review the curriculum guide to determine if suggested activities and resources are applicable to this student's situation.

5. The instructor and student meet to develop the assignment sheet. It is important that the student have an opportunity to have input regarding the assignment sheet.

6. The student completes the assignment sheets and returns the work to the instructor.

7. The work of the student is evaluated, and a grade is assigned. Please refer to the Basic Manual for a sample of completed assignment sheet and note the grading procedures that were used. You will note that an A, B, C grade was used; however, the grading system should be adjusted to the needs of the student and the school situation.

8. A new assignment sheet is developed in accordance with the previous procedures.

9. After the coursework has been completed, a final grade is assigned. The grade is reviewed by the CVP and is reported to the necessary school personnel; whereby, credit is granted to the student.

COURSE OUTLINE

HEALTH

H-1 Skills Required to Utilize Medical Services

- 1.1 Recognize vocabulary words related to medical insurance
- 1.2 Identify the meaning of health forms requiring patient's signature
- 1.3 Identify three health facilities in the community
- 1.4 Identify experiences when students visit a doctor's office as a patient
- 1.5 Demonstrate procedure for telephoning an ambulance
- 1.6 Demonstrate ability to make an appointment or obtain information from the family doctor on the use of the telephone
- 1.7 Demonstrate ability to use telephone operator in case of panic
- 1.8 Discover how disease passes from person to person
- 1.9 Identify major ways diseases are passed from person to person
- 1.10 Demonstrate correct use of the term "communicable disease"
- 1.11 Comprehend some common communicable diseases
- 1.12 Comprehend some noncommunicable diseases
- 1.13 Demonstrate proper techinques used to take a temperature
- 1.14 Discover when to telephone doctor for abnormal temperature
- 1.15 Apply correct manners of hygiene and demonstrate knowledge of correct hygiene practices
- 1.16 Demonstrate good grooming habits
- 1.17 Identify the importance of regular exercise and rest
- 1.18 Recognize the importance of artificial respiration
- 1.19 Recognize the importance of C.P.R.
- 1.20 Recognize the need for obtaining assistance for choking victim
- 1.21 Demonstrate procedure used to care for cuts and deep wounds
- 1.22 Relate information about poisons and recognize how to get help
- 1.23 Demonstrate how to care for burns
- 1.24 Determine immediate care for convulsing person
- 1.25 Write an escape for family and home

H-2 Skills Required to Maintain a Proper Diet

- 2.1 Recognize importance of good nutrition
- 2.2 Identify four basic food groups
- 2.3 Summarize the difference between an adequate balanced diet and an inadequate diet
- 2.4 Demonstrate methods of cooking
- 2.5 Demonstrate ability to read and prepare cookbook recipes
- 2.6 Apply procedures for proper food storage
- 2.7 Demonstrate appropriate manners for given situation

H-3 Awareness of How the Human Body Functions
- 3.1 Identify ways that manners and behaviors affect one's job
- 3.2 Recognize the five senses
- 3.3 Recognize the importance of the five senses
- 3.4 Identify functions of each of the senses
- 3.5 Be aware of possible dysfunctions of eye and ear
- 3.6 List basic body parts
- 3.7 Recognize human physical characteristics

H-4 Body Changes
- 4.1 Recognize the importance of positive self concept
- 4.2 Realize that growth patterns differ from person to person
- 4.3 Describe behavior characteristics of immature and mature persons
- 4.4 Discover ways that sports and recreation affect life

H-5 Appropriate Clothing
- 5.1 Recognize seasonal clothing for Iowa climate
- 5.2 Recognize appropriate appearance when applying for job

H-6 Effects of Alcohol and Drugs
- 6.1 Identify effects of alcohol
- 6.2 Identify effects of tobacco

H-7 Characteristics of Circulatory System
- 7.1 Recognize structure function and care of circulatory system

H-8 Components and Function of Blood
- 8.1 Recognize the function of blood

H-9 Characteristics of Respiratory System
- 9.1 Recognize structure and function of respiratory system

H-10 Characteristics of Digestive System
- 10.1 Recognize structure and function of the digestive system

H-11 Function of Nervous System
- 11.1 Recognize structure and function of the nervous system

H-12 Skeletal System and Its Functions
- 12.1 Recognize structure and function of skeletal system

H-13 Functions and Purpose of Excretory System.
- 13.1 Recognize the structure and function of Excretory System

H-14 Pupose and Function of Reproduction System
- 14.1 Recognize structure and function of Reproductive System
- 14.2 Recognize the importance and the physiology of menstrual cycle
- 14.3 Recognize importance of personal hygiene during menstrual cycle
- 14.4 Know about sexually transmitted diseases
- 14.5 Recognize the social implications of sexually transmitted diseases
- 14.6 Name social agencies that can help with sexually transmitted diseases

COURSE: HEALTH

GOAL: H-1 Skills Required to Utilize Medical Services

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
1.1 Recognize and utilize basic vocabulary words related to medical insurance.		Have the students purchase a notebook or provide one in which critical health information can be placed. It should be stressed the notebook will be valuable to the students once they complete school and are on their own. Therefore, notebook should be carefully compiled. Student will fill out patient information form required by local doctor. Present and review the following terms: 1. Health Insurance 2. Dental Insurance 3. Deductible 4. Spouse 5. Medical History 6. Allergies 7. Any other terms (on form)	Patient information form from doctor's and/or dentist's office. (This form is filled out by new patient before first visit. Webster's Dictionary
1.2 Demonstrate ability to correctly identify the meaning of health forms requiring patient's signature.		Have the students provide written definitions for each of the above words. After the teacher okays the words, the students should place them in their health notebook.	

COURSE: HEALTH

GOAL: H-1 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
		Review with the students the forms they may sign at a doctor's office. 1. Right to be seen and treated. 2. Right of insurance companies to make payment. Have the students complete sample forms. After the forms are approved by the teacher, the students should place them in their health notebooks.	Obtain sample form from local doctor.
		Students will fill out job-related health form and place correct form in health notebooks.	Students are to obtain job application form and/or health statement from work site.
1.3 Identify three health facilities in the community.		Show film prior to tour. Students to visit and interview staff member of: 1. Doctor's office 2. Dental office 3. Hospital Have the students write a short summary of what they have learned from their field trips. Students will answer the following questions at each facility: 1. Who works here? (ex: Pediatrician, Registered Nurse, Medical Secretary, etc.) 2. What are the major illnesses treated daily?	Film: The Hospital Office of doctor, dentist, and hopsital.

COURSE: HEALTH

GOAL: H-1 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
1.4 Identify common experiences the students could have if they were required to visit a doctor's office as a patient.		Take a field trip to a local doctor's office and ask a registered nurse to - 1. demonstrate use of sphygmomanometer and stethoscope (equipment for blood pressure) 2. tell and show the students what routinely is done at a doctor's office.	Registered nurse from doctor's office
		Ask a lab technician from the hospital to - 1. demonstrate blood typing 2. have each student's blood typed	Lab technician from hospital
		Ask a dental hygienist/assistant to - 1. to show how to brush and floss teeth properly 2. explain the service provided in a dental office.	Dental hygienist or assistant from community
		Ask the student to develop a survey to use to interview at least two people at the training site regarding the frequency and nature of medical services used. Example of questions: 1. How often do you visit your dentist?	Films: Careers in a Medical Center BK-19* Hospital Careers A 2789 *NOTE: These films and all others listed are available through the Learning Resource Center, Arrowhead Area Education Agency V.

COURSE: HEALTH

GOAL: H-1 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
		2. When was the last time you visited your family doctor? 3. How did you select your family doctor? 4. What do you do to minimize need for medical attention? (Diet, exercise, regular checkups, etc.) Have the students write a short summary identifying the most common experiences they would have if they were to visit a medical doctor's office or a dentist's office?	
1.5 Use the telephone to obtain the services of an ambulance.		Show film Take a field trip to an ambulance garage and have the personnel explain the use of the equipment. Ask EMT (emergency medical technician) to demonstrate bandaging, lifting and dragging victim with fire blanket. Have students demonstrate giving appropriate information in a simulated emergency situation which requires the use of an ambulance.	Rescue Squad A2502 EMT/Ambulance crew with ambulance Telephone book

COURSE: HEALTH

GOAL: H-1 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
		Have the students record in their health notebooks the telephone numbers of ambulance service they would use. Have the students practice telephoning for the services of an ambulance. The EMTs must agree to the calls and have a schedule whereby problems are not created.	
		Students will interview personnel at site to identify procedures for handling emergency medical situations if they were to occur at training site.	Interview
1.6 Use the telephone to schedule an appointment or obtain information from family doctor.		The students will memorize the telephone number of their doctors, using a simulated situation. The student will telephone the doctor's office and set an appointment and request specific information. The student, with the assistance of the teacher, will develop a list of questions that could be asked of a doctor over the telephone. The questions will be recorded in the student's health handbook.	

21

22

COURSE: HEALTH

GOAL: H-1 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
		The students will list pertinent phone numbers and place them in their health notebook. 1. ambulance 2. local doctor 3. fire station 4. poison control	Telephone book
1.7 Use telephone operator in case of panic.		Explain "0" is a last resort but may be used in "panic" situation. Use a simulated situation to give the student an opportunity to practice obtaining emergency medical care through the operator.	
1.8 Discover the basics of how disease passes from person to person.		Show film	Modern Health - Chapter 21, pp 400-415 and Chpater 22, pp 418-429
1.9 Identify major ways diseases are passed from person to person.		Discuss with the student the "good" roles of bacteria: 1. cheese 2. antibiotics 3. gastro-intestinal tract Discuss with the student the "bad" roles of bacteria. Have the student view slides of bacteria under microscope.	Body Defenses Against Outside World A4925

COURSE: HEALTH

GOAL: H-1 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
		Discuss with the student how hand washing helps stop spread of disease. Demonstrate good handwashing procedures and have students demonstrate they can use appropriate procedures for washing hands. Discuss control of pests - 1. flies 2. mosquitoes 3. roaches 4. rats 5. mice Have the student interview personnel at site to determine activities at site that are designed to avoid the spread of disease.	Job Supervisor
1.10 Demonstrate correct use of the term "communicable disease."		Have student use the dictionary to write a definition for communicable disease. Place definition in health notebook. Have student list examples of communicable diseases and place them in notebook.	Webster's Dictionary

COURSE: HEALTH

GOAL: H-1 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
1.11 Have a basic comprehension of some common communicable diseases.		Discuss the following communicable diseases with the student 1. Common cold a. definition b. symptoms c. treatment 2. Influenza a. definition b. symptoms c. treatment 3. Pneumonia a. definition b. symptoms c. treatment 4. Chicken Pox a. definition b. symptoms c. treatment 5. Immunizable Diseases a. measles-mumps-rubella (MMR) b. diptheria, pertussis (DPT) c. polio (OPV) Have the student write a summary on each of the diseases and place them in their health notebooks.	Tabor's Cyclopedic Medical Dictionary
		Show film on How to Catch a Cold	How to Catch A Cold A-866
		Review with the student good hand-washing procedures.	

27

28

COURSE: HEALTH

GOAL: H-1 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
		Identify for the student the appropriate disposal of tissue.	
		Have students bring their own immunization record. Discuss a normal schedule of immunization.	Doctor's office for current listing of "baby shots."
1.12 Have a basic comphehension of some noncommunicable diseases.		Discuss what is meant by noncommunicable	Dictionary of Taber's Cyclopedic of Medical Dictionary
		Have the students give a written definition of noncommunicable and place the definition in their health notebook.	
		Discuss 1. Headache a. symptoms b. common treatment	Taber's
		2. Low back pain a. symptoms b. prevention c. common treatment	Taber's Being a Nurse's Aide, HRET p. 6 - 7 to 6.9
		Show film I Am Joe's Spine	Film: I Am Joe's Spine A-1612
		3. Urinary Tract Infections a. symptoms b. common treatment	Dr. Spock's Baby & Child Care p. 516-517
		4. Cancers - Neoplasms a. Define-malignant benign	Taber's Cyclopedic of Medical Dictionary
			American Cancer Society's list of seven early warning signs.

COURSE: HEALTH

GOAL: H-1 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
		Have student write a summary about each of the diseases discussed. The summary should be placed in their health notebooks. Ask the student to interview two individuals at work regarding their handling of common illnesses. The teacher and student will need to develop a questionnaire. Example: 1. What do you think is the most common disease that keeps people off the job? 2. What do you think people can do to prevent illnesses? 3. What things do people do that cause them to be more likely to become ill?	
1.13 Demonstrate proper techniques to to use in taking a temperature.		Have student interview any nurse to learn about thermometers. 1. Why a thermometer is needed 2. Review counting by 2's	Dr. Spock's Baby and Child p. 453-7 Obtain teaching thermometer from Red Cross
1.14 Discover when to telephone a doctor for abnormal temperature.		Teach the student to correctly use a thermometer. Teach the student to correctly clean a thermometer. Have the students take their own temperature and read the results.	Alcohol swabs, water and soap.

COURSE: HEALTH

GOAL: H-1 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
		Teach the students when they should call a doctor due to high temperature.	Check with local doctor to determine level of temperature which requires a telephone call to the doctor. (Usually it is 1° above normal but may vary.) 98.6°F normal so reference at 99.6°D (oral).
1.15 Apply correct manners of hygiene. Will demonstrate knowledge of correct hygiene practices.		Make posters demonstrating good health and grooming practices. (Example: Wash hands before meals.)	
1.16 Demonstrate good grooming habits.		Have the student identify in writing their characteristics relating to grooming and appearance. Have the student establish goals for improving appearance and grooming, if appropriate. Have hair care demonstration by beautician: 1. Proper hair grooming 2. Proper washing and brushing of hair List what is done for good skin care. Demonstration and participation in skin care.	

COURSE: HEALTH

GOAL: H-1 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
		Have the student identify the grooming practice of personnel at the training site. Have the student identify if grooming practices of given employees help or hinder the employee's performance on the job.	Avon-filmstrips on grooming and makeup.
1.17 Identify the importance of regular exercise and rest.		Discuss importance of sleep.	
		Show film - The Sleeping Feel Good Movie	Film: The Sleeping Feel Good Movie A-5423
		Define sleep	See Taber's Medical Dictionary p. S 43
		Talk about physical activity and sedentary activity and how to balance them out.	
		Each student on own paper: 1. List their ten favorite activities. 2. List all the ways you get regular exercise.	
		Using a stethoscope, compare heart beat before and after exercise.	School nurse shown how to use stethoscope.

COURSE: HEALTH

GOAL: H-1 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
		Discuss importance of physical fitness and its necessity for life.	Fitness with Fun Dr. Charles Kuntzleman %Beth Kuntzleman Arbor Press, 1978
		Have students write a short summary on the importance of physical fitness and place in their health notebooks.	
		Discuss proper fitness self evaluation procedures. 1. Cooper 12 minute run 2. flexibility test 3. 1.5 mile cardiovascular test	Fitness Discovery Activities Charles T. Kuntzleman
1.18 Recognize the importance of artificial respiration.		Explain the importance of knowing artificial respiration.	First Aid Handbook, American Red Cross. Film: The Life You Save A-2876
		Demonstrate with artificial respiration on "Resusci-Annie" - students do return demonstration. (May do respirations on teacher, simulated - but not actual respirations = face-to-face.)	"Resusci-Annie" A-5361 (this is the life size doll) First Aid Instructor - do demonstration.
1.19 Recognize importance of C.P.R.		Discuss what CPR is.	Modern Health, Chap. 27, p. 496-512. CPR instructor - do American Red Cross Association
		Demonstrate without return demonstration CPR on "Annie".	
		Explain where students can obtain CPR training and certification.	

COURSE: HEALTH

GOAL: H-1 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
1.20 Recognize the need for obtaining assistance for choking victim.		Recognize need for and perform choking procedure on: 1. conscious adult 2. conscious infant 3. unconscious adult 4. unconscious infant 5. pregnant or obese adult 6. self Have the student place in their health notebook characteristics of a choking person and what action can be taken by student.	Film: How to Save Choking Victim, Heimlick Maneuver A-5371
1.21 Demonstrate procedure for treating cuts and deep wounds.		Demonstrations: How to stop bleeding: 1. Direct pressure & elevation 2. Dressing re-enforced 3. Pressure points 4. Tourniquets Have each student do return demonstrations on above items. Have student list procedures that will be followed to stop bleeding and place that list in their health notebook.	First Aide Handbook, American Red Cross Demonstration: First Aid Instructor

COURSE: HEALTH

GOAL: H-1 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
1.22 Relate information about poisons and recognize how to get help.		Cut out pictures of poisons, label the poisons and place them in the health notebook. Collect emergency numbers-know poison control center number and place number in health notebook.	Old Magazines. (Farm magazines, women's magazines, plumber's journal) Telephone book
1.23 Demonstrate how to care for burns.		Demonstrate immediate care of burns - using cold water. Discuss old and useless treatments regarding burns. Have students identify procedures to use in treating burns and have the student place these procedures in their health handbook. Have students interview personnel at the training site to determine if there is risk of burns and if there is what procedures should be followed at site in case an employer should be burned.	First Aid Handbook, American Red Cross. Guest Speaker: First Aid Instructor
1.24 Determine immediate care for convulsing person.		Discuss previous experiences student has had regarding a person convulsing. Discuss social stigma & fears students may have.	First Aid Handbook, American Red Cross

41

42

COURSE: HEALTH

GOAL: H-1 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
		Explain good care of convulsing person. 1. DO NOT restrain patient - push objects away. 2. DO NOT put anything in victim's mouth. 3. When jerking is over, keep person lying down with head turned to side. Loosen clothing. 4. Call doctor.	
1.25 Write an escape for family and home.		Discuss with student any experiences they have had with fire. Demonstrate fire extinguishers. Have students use the extinguisher. Plan fire escape route. Draw home's floor plan. Stress these points: 1. Feel door - if hot, don't open 2. If in a house with smell of of smoke or you see fire - LEAVE. Then phone for help at neighbor's. 3. When phoning for help, give: a. your name b. address of fire Wait for fire dept. to hang up on you - DO NOT hang up first!	Guest Speaker: City Fire Marshall Have fire extinguishers to use in classroom. First Aid Handbook, American Red Cross

COURSE: HEALTH

GOAL: H-1 (Continued)
H-2 Skills Required to Maintain a Proper Diet

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
		4. Meeting place for family members. Have student list procedures they will follow in case of fire and place these procedures in their health notebook. Have student interview personnel at training site to determine procedures that are to be followed in case of fire.	
2.1 Recognize importance of good nutrition.		Discussion on nutrition 1. What is it? 2. Importance of good nutrition 3. Basic four food groups and what is in each group.	
2.2 Identify four basic food groups.		Use four or more pages of health notebook to place pictures of the four food groups. Also have students classify major food items as to food group. Show films	Old magazines with pictures of food (for bulletin board) Films: Eat for Health A-5267 Nutrition: You Are What You Eat A-5643 Your Guide to Good Eating, Nutrition Dairy Council 111 N. Canal Street Chicago, IL 60606

COURSE: HEALTH

GOAL: H-2 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
			How Food Affects You (Filmstrip and cassette) Denoyer - Geppert, Audio-visual, New York, NY The Food You Eat John S. Marr, M.D. M. Evans & Co., New York Your Food & You Herbert S. Zim, William Morrow & Co., New York, 1957.
		Have students categorize pictures of foods. Have student plan balanced meals for one week. After making needed corrections, have students place their plan in their health notebooks.	Get pictures of food from old magazines.
2.3 Differentiate adequate balanced diet from inadequate diet.		Have student record what they eat for two weeks and discuss the strengths and weaknesses of their diet. Discuss "fad" diets - interview dietician and talk on fad diets and compare briefly deficiencies. Film	Junkfood Man A5587

COURSE: HEALTH

GOAL: H-2 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
		Make recipe book of nutritious snacks.	Cookbooks - Food Magazines Co. Home Extension Service has handouts on snacks. Watch newspapers for nutritious snacks.
		Student will record recipes in health handbook.	
		Student will plan menu and prepare, and eat and clean up - using good techniques and manners learned.	Student's home, home economic room or teacher's home could be used.
		Have student prepare second meal and invite key training site personnel.	
2.4 Be able to demonstrate methods of cooking.		Show films.	Film: Sanitation: Rules Make Sense A5369
		Interview Home Ec. teacher on: 1. Cleanliness a. self b. equipment c. foods 2. Baking Stove top cooking Raw preparations - how to do these things 3. Clean up - the importance and how to.	Keeping Foods Safe to Eat (filmstrip & cassette) Denoyer-Geppert Audio-visuals, New York, NY

49

50

COURSE: HEALTH

GOAL: H-2 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
2.5 Be able to read & prepare cookbook recipes.		Have each student plan a one week menu. Read cookbook-must find recipe for fruit salad and prepare it. Demonstrate - teaspoon) know tablespoon) abbreviations cups) too.	 Betty Crocker Cookbook Bring cooking equipment - measuring spoons, cups, bowls
2.6 Learn how to care for foods properly		Discussion on freezing, refrigeration, and shelf storage of foods by Home Ec. teacher. Show films Go to Home Ec. room to see what is available for food storage. Discuss findings. Grow bacterial cutters in petri dishes using scrapings from: 1. a sore 2. dirt under fingernails 3. left over food Demonstrate how to correctly wrap goods for storing in freezer. Interview public health nurse or sanitarian for county. Discuss sanitation in food service areas.	Films: 1. Why Foods Spoil: Molds, Yeast, Bacteria A-2946 2. Food Labeling, Understanding What You Eat. A-5030 Guest Speaker: Home Ec. teacher Borrow petri dishes from hospital. See if hospital will grow cutters and let use microscopes. Persons to interview: 1. Food service supervisor 2. Extension home economist

51

52

COURSE: HEALTH

GOAL: H-2 (Continued)
H-3 Awareness to Hom Human Body Functions

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
		Student will make a list of do's and don'ts regarding food storage. The results will be placed in their health notebooks.	
2.7 Demonstrate appropriate manners for given situation.		Interview personnel at training site to help determine appropriate manners for given situations. 1. at church 2. at a ball game 3. at the job site 4. at a fast food restaurant 5. at a restaurant where people commonly wear suits and dresses 6. others to be identified by teacher and student.	Home Ec. teacher
		Results reviewed with teachers, summarized and placed in health notebooks.	
3.1 Identify ways that manners and behaviors affect one's job.		Talk with employer about on job kitchens-If nutrionist is utilized, visit kitchen.	Personnel director
		Talk with personnel director about normal of eating behaviors and affects they have with co-workers formally and informally.	Personnel director

53

54

COURSE: HEALTH

GOAL: H-3 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
3.2 Be aware of and recognize the five senses.		Have a tasting activity-Blindfold student and feed items. Categorize foods as: 1. sweet 2. sour 3. salty 4. bitter	Foods available - 1. pure sugar 2. lemon juice 3. salt 4. vanilla
		Play a record with various sounds. Have them recognize sounds.	Kit catalog by Arrowhead LRC 61201 - The 5 senses 61202 - The 5 senses
		Blindfold student and take a walk around room. (One blindfold, one sighted)	Blindfolds
		Take a silent walk (No Talking) Have everyone listen and remember what they hear. Make list of sounds when you return to classroom.	
		Place objects in paper bag. Have student identify objects by feeling.	Paper bag, comb, silverware, cotton ball, sandpaper, ice cube, etc.
		Learn to use sign language in signing name.	Sign Language Alphabet
3.3 Recognize the care and importance of the five senses.		Interview school nurse. Find out about sight and hearing tests.	School nurse
		Interview and visit opthalmologist or optometrist's office.	Local eye doctor

55

56

COURSE: HEALTH

GOAL: H-3 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
3.4 Identify parts and functions of each of the senses.		Draw pictures of eye, ear, nose, and tongue.	Films - Eyes: Their Structure and Care. A 414 Ears: Their Structure and Care. A 412 The Nose: Function & Structure A 812 Your Mounth A 4072 You & Your 5 Senses A-574
3.5 Be aware of possible dysfunctions of eye, ear.		Interview local doctor or office nurse on prevention of diseases of ear & eye. Match disease with sense affected. 1. cataract 2. eye injury 3. hard of hearing	Office nurse or local medical doctor.
		Interview supervisor at job site. Identify common illnesses or conditions relating to five senses that job relationship. (If any)	Personnel director
3.6 List basic body parts.		Trace body outline on paper. Have them fill in body parts.	You and Your Health Scott Foresman & Co. Level I Your Feelings-Chap. 1 Level II About Your - Chap. 2 Level III Discovering How You Chap. 3 Roll of paper 6 ft. long.

COURSE: HEALTH

OBJECTIVE: H-3 (Continued)
H-4 Body Changes

TASK	ASSESSMENT	ACTIVITIES	RESOURCES
3.7 Be aware of unique human physical characteristics.		Have student describe the physical characteristics of three or more individuals at site. If the student has difficulty the experience needs to be repeated.	Self Understanding, Ann Arbor Publishers, T.V. program or videotape of Bread & Butterflies Kit Catalog by Arrowhead LRC. Slim Good Body
4.1 Recognize the importance of positive self concept.		Have student pantomime emotions: 1. happy 2. sad 3. excited	
		Have students describe how they feel that day (happy, sad, angry, shy, grumpy, disappointed, etc.)	
		Keep written record of feelings and why students listed what they did.	Notebook for personal diary
		Videotape self and replay. Have video equipment available to turn on and off during a given period of time (example 1 week).	Video equipment
		Talk with job supervisor about how self concept enters into hiring-firing. Ask about personal level of handling situations.	Job supervisor
4.2 Realize that individual growth patterns vary from person to person.		Chart student's growth as obtained from parent's baby book records or doctor's office records.	Baby book records Doctor's office records

COURSE: HEALTH

GOAL: H-4 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
		Obtain a growth grid for student's sex. (2 forms 0-1 year & 1 year to 6 years)	Doctor's offices have these growth grids. or Iowa Dept. of Health Lucas Building, Des Moines would have 2 chart samples.
		Discuss normals & how individual fits into normals.	
		Measure height and chart.	Weigh and measure in school nurse's office.
		Measure weight and chart.	
4.3 Describe behavior characteristics of immature and mature person.		Discuss difference between immature and mature.	
		List positive ways to handle arguments, anger, frustration.	The student will interview supervisor at training site to determine the supervisor's ideas regarding the characteristics of mature and immature employees. Results will be discussed with teacher. The student will summarize the interview and place the results in the health notebook.
		Discuss with personnel director positive, mature behaviors expects of worker. 1. What personnel director expects or applicant. 2. How she/he deals with disruptive behavior. 3. How student can improve in any weaknesses are noted.	Personnel director or site supervisor.

61

62

COURSE: HEALTH

OBJECTIVE: H-4 (Continued)
H-5 Appropriate Clothing

TASK	ASSESSMENT	ACTIVITIES	RESOURCES
4.4 Discover ways that sports and recreation influence life.		Discuss with a personnel director or "boss" the need for relaxation as it relates to: 1. quality of work 2. vacations 3. illness and work absenteeism	Personnel Director or site supervisor.
5.1 Recognize appropriate seasonal clothing for Iowa climate.		Discuss season temperatures.	
		Discuss various fabrics used for warmth and coolness. 1. cotton 2. synthetic knits 3. wools 4. denim	Cloth samples 1. cotton 2. synthetic knit 3. wool 4. denim 5. other
		Bring samples of cloth for student to feel and understand weights.	
		Discuss need of extra: 1. sweaters 2. coats 3. umbrella/rain coat 4. boots	
		Have student make a scrap book of appropriate clothing. Include: 1. seasonal 2. work 3. plan 4. evening attire	Catalog to cut clothing from
		Have student discuss with personnel director appropriate clothing and how clothing relates to on-the-job. 1. safety	Personnel director of job site

COURSE: HEALTH

GOAL: H-5 (Continued)
H-6 Effects of Alcohol & Drugs

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
		2. importance of good personal hygiene (showers, deodorant, teeth, hair, nails, etc.) 3. steps taken to correct workers with poor hygiene or unsafe clothing The student will summarize their interview.	
5.2 Recognize the appropriate appearance (attire & hygiene) when applying for job.		After reviewing appropriate behavior of applicant, the student will participate in a simulated job interview. Student will make a list of behavior that should be demonstrated during a job interview. The list will be placed in the health notebook.	
6.1 Identify effects of alcohol (physical, social & emotional effects).		Interview counselor from Alcoholics Annonymous Student will write a brief paper on use of alcohol and peer pressure	Alcoholics Annonymous Counselor
		Interview job site personnel director about: 1. what is expected of employee regarding alcohol and drugs on work time 2. "hangovers" and work absenteeism 3. counseling available (if any)	Personnel director or site supervisor Modern Health, Chapter 8 Alcohol p. 134-148 Alcohol and Other Drugs, DPI 1977.

COURSE: HEALTH

GOAL: H-6 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
		Films	Films: Alcohol: Use or Abuse A4409 The Day I Died A4414 Getting Busted A1292 New Beginnings: Women, Alcohol and Recovery A4340
		Discuss effects (physical, social, emotional) of: 1. marijuana 2. "speed" 3. "downers"	Modern Health, Chapter 9, pp. 150-172
		Interview policeman and/or lawyer, Write brief paper on legal implications of having and using street drugs.	Policeman, county attorney
		Interview drug counselor from half-way house or a client in a half-way house. Write on personal experience of an individual who has had a drug problem.	Counselor or resident from half-way house.
		Film	Films: The Challenge A1328 Choice A2493 Drug Series A5121 Marijuana A1048
6.2 Identify effects of tobacco (physically, socially, emotionally).		Write to American Cancer Society about effects of smoking. A.C.S. 219 E. 42nd St. New York, NY 10017	Modern Health, Chapter 10 pp. 174-185

COURSE: HEALTH

GOAL: H-6 (Continued)
H-7 Characteristics of Circulatory System

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
		Visit local Chapter of American Cancer Society - check if they have smoking machines to illustrate deposit of tars.	Local Chapter of American Cancer Society
		Interview larengectomy person.	Laryngectomy person may be found through local chapter of American Cancer Society or through doctor's office- (if any).
		Film	Film: Smoking: It's Your Choice A 2260 Special People, from American Cancer Society. (filmstrip & cassette) The Story of a Cigarette, Lindsay R. Curtis, American Cancer Society. Coloring book
7.1 Recognize structure, function & care of circulatory system.		Look at and discuss diagram of circulatory system.	
		Show films	Films: Heart, Lungs, and Circulation A 5395 Heart to Heart A 3057 Our Wonderful Body: The Heart and Its Work A5149 Circulation and the Human Body A 5393 Heart and How It Works A 2468

COURSE: HEALTH

GOAL: H-7 (Continued)
H-8 Components and Function of Blood
H-9 Characteristics of Respiratory System

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
		Discuss the anatomy and the physiology of the circulatory system: 1. heart and its 4 chambers 2. aorta - vena cava 3. arteries, veins, capalaries 4. blood	Health Assistant, Chapter 3 Circulatory System p. 208-211 Modern Health p. 378-395 See page 73.
8.1 Recognize the function of the blood.		Trace a drop of blood through the heart to body and back using diagram.	Films: Blood and Circulation A 5070 Work of the Blood A 2474
9.1 Recognize the structure and function of the respiratory system		Define respiration Define breathing	Webster's Dictionary
		Films	Films: Breath of Life A 2998 Breathing Respiration A 5069 Human Body: Respiratory System A 210
		Discuss anatomy and physiology of respiratory system. 1. nose 2. trachea 3. bronchi 4. lungs 5. alveoli 6. cappillary	Being a Nursing Aide by Hospital Research and Educational Trust. Chapters 2 p. 2.2 Chapter 10 p. 3,4.-6 10. 10. to 10.6 Health Assistant Chapter 29, p. 99-210

COURSE: HEALTH

GOAL: H-10 Characteristics of Digestive System
~~H-11 Function of Nervous System~~

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
10.1 Recognize the structure and function of the digestive system.		Discuss the anatomy and physiology of digestive system. 1. mouth, teeth, and tongue 2. esophagus 3. stomach 4. small intestine 5. large intestine 6. liver, gall bladder 7. pancreas 8. rectum	Being a Nursing Aide Chapter 2 p. 22 Chapter 8 p. 1-5 Health Assistant Chapter 34 p. 240-242
		View mannequin and be able to identify various parts of the digestive tract.	Manequin-found in most biology classrooms
		Films	Films: Digestion and The Food We Eat A 5072 Human Body: Digestive System A 205 Digestion in Our Bodies A 5396
11.1 Recognize the structure and function of the nervous system.		Discuss briefly the anatomy of nervous system: 1. brain 2. spinal cord 3. nerve	Modern Health p. 190-208, p. 210-232 Being a Nursing Aide Chapter 2, p. 22 Health Assistant Chapter 33 p. 231-236
		Compare nervous system to telephone net work as communication system of human body.	

73

74

COURSE: HEALTH

GOAL: H-11 (Continued)
H-12 Skeletal System and Its Functions

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
		Films	Films: Exploring the Human Nervous System A 1228 Hearing and Noise A 2794 My Senses and Me BK-4 Ears: Their Structures and Care A 412 The Eye A 5099 Eyes: Their Structures and Care A 414
12.1 Recognize the structure and function of skeletal system.		Discuss briefly anatomy and physiology of skeletal (some muscular) system: 1. skull 2. ribs-sternum 3. humerus, radius ulna 4. spine 5. pelvis 6. femur 7. tibia, fibula, patella 8. phallanges-fingers & toes	Modern Health p. 252-278 Being a Nursing Aide Chapter 2 p. 22; Chapter 6 p. 1-4 Health Assistant: Chapter 31 p. 216-219
		Show skeletal model	Skeletal model available with most biology departments.
		Films	Films: Our Wonderful Body and How it Moves A 735 Bones and Joints A 5071 The Human Body: Skeleton A 422 Muscular Strength and Endurance A 4091

75

76

COURSE: HEALTH

GOAL: H-13 Functions and Purpose of Excretory System
H-14 Purpose and Function of Reproduction System

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
13.1 Recognize the structure and function of excretory system		Discuss briefly the anatomy and physiology of excretory system: 1. kidneys 2. ureters 3. bladder 4. urethra Compare differences of male and female urinary systems.	Being a Nursing Aide Chapter 2 p. 22 Chapter 9 p. 89 Health Assistant, Chapter 35 p. 249-250 Films: Care of Skin A 875 The Human Body: Excretory System A 200
14.1 Recognize structure and function of reproductive system		Look at diagram of male and female reproductive systems. Discuss with teacher or school nurse: anatomy and physiology Male 1. testes 2. vas deferons 3. seminal vessicles 4. penis	Modern Health p. 234-247 Understanding Your Sexuality p. 14-25 Modern Human Sexuality p. 31-38 School Nurse as resource person Health Assistant, Chapter 36 p. 257-260 Films: Human Body: Reproductive System A 3173 Human Growth A 2074

77

78

COURSE: HEALTH

GOAL: H-14 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
		Female 1. ovaries 2. fallopian tubes 3. uterus 4. cervix 5. vagina 6. external structures - labia majora - labia minora Look at diagrams of ova & sperm. Show film	
14.2 Recognize the importance and the physiology of menstrual cycle.		Discuss with the teacher or school nurse the physiology of menstruation- include: 1. Day 1-beginning of cycle 2. Day 14-ovulation 3. Day 28-start of menses	Linda's film on menstruation A 3076
14.3 Recognize importance of personal hygiene during menstrual cycle.		Discuss proper hygiene during menstruation. Discuss importance of recognizing menstruation as normal female function. Student prepare list of questions regarding human reproductive system.	

79

80

COURSE: HEALTH

GOAL: H-14 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
		Discuss pregnancy: 1. how it occurs 2. conception 3. contraception and available resources Show films	Film: Have a Healthy Baby: Pregnancy A 2449 Prenatal Development A 4287
14.4 Know about sexually transmitted disease.		Pre-test from DPI booklet on V.D. Talk with nurse about: 1. gonorrhea 2. syphillis 3. herpes virus 4. respon. of disease prevention 5. myths concerning sexually transmitted diseases Post-test from DPI Have students place in a question box anonymous questions they wish answered.	Modern Health Sexuality pp. 81-82 Understanding Your Sexuality pp. 84-101 Venereal Disease, Resource Guide, DPI, ISDH Films: VD: Very Communicable Diseases A 2537 "Who Me?" CA4 Kathy A 2673 VD: What Is It? A 4401
14.5 Recognize the social implications of sexually transmitted diseases.			
14.6 Name social agencies that can help with sexually transmitted diseases.			

BIBLIOGRAPHY

Alcohol and Other Drugs, Department of Public Instruction, 1977.

Being a Nursing Aide, Hospital Research and Educational Trust, Bradly Company, Bowie, Maryland 20715, 1975.

First Aide Handbook, American Red Cross, (film: The Life You Save, A-2876).

Fitness Discovery Activities, Charles T. Kuntzleman.

The Food You Eat, John S. Marr, M.D. M. Evans and Company, New York, New York.

Health Assistant, Caldwell and Hegner, Delmar Publisher, Albany, New York, New York 12205, 1973.

Keeping Foods Safe to Eat, (filmstrip and cassette), Denoyer-Geppert Audio-visuals, New York, New York.

Kit Catalog, Arrowhead LRC, Slim Good Body.

Modern Health, Otto, James H., Cloyd J. Julian, J. Edward Tethe, Myra Madnick, Holt, Renhart and Winston, New York, New York, 1976.

Special People, American Cancer Society, (filmstrip and cassette).

Self Understanding, Ann Arbor Publisher, T.V. program or videotape of "Bread and Butterflies."

The Story of a Cigarette, Lindsay R. Curtis, American Cancer Society.

Understanding Your Sexuality, Purdy, Candice O. and Stan Kenziorski, Scott Foreman and Company, Greenville, Illinois.

You and Your Health, Scott Foresman and Company, Level I -- Your Feelings - Chapter 1, Level II -- About Your - Chapter 2, Level III -- Discovering How You - Chapter 3.

Your Food and You, Herbert S. Zim, William Morrow and Company, New York, New York, 1957.

Your Guide to Good Eating, Nutrition Dairy Council, 111 N. Canal Street, Chicago, Illinois 60606.

OTHER HELPFUL RESOURCES

American Cancer Society's list of seven early warning signs
Betty Crocker Cookbook
Tabor's Cyclopedia Medical Dictionary
Telephone book
Webster's Dictionary